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Ontario Education

Winter 79

Dimensions

Volume 12 Number 2

Reporting policies, projects and activities of the Ministry of Education, Ontario

Basic changes recommended by Jackson

Commissioner Robert Jackson stopped short of recommending that the Ontario educational system be radically altered, but he did recommend some basic changes.

The emphasis in the third and final report of the Commission on Declining School Enrolments is on the economic and financial implications of declining enrolment.

Dr. Jackson predicts that enrolment in elementary, secondary and Roman Catholic separate schools will decline from 1,907,425 in 1978 to 1,694,729 in 1990. The loss of 212,696 students represents a decline of about 11 percent. He assumes a net immigration into Ontario of 50,000 persons a year and that each woman of child-bearing age will have 1.6 children.

He stressed that the financial stability of school boards is threatened, not by declining enrolment, but by inflation. "Most of what appear to be problems of accommodating to enrolment changes, turn out... to be the problems of managing our school system under inflationary conditions," he explained.

For teachers, Dr. Jackson has a long list of recommendations.

He recommended that the permanent teaching certificate be discontinued and that the validity of the new certificate be for five years only. The criteria for renewal should be evidence of continuing growth in academics, professional development and satisfactory performance on the job.

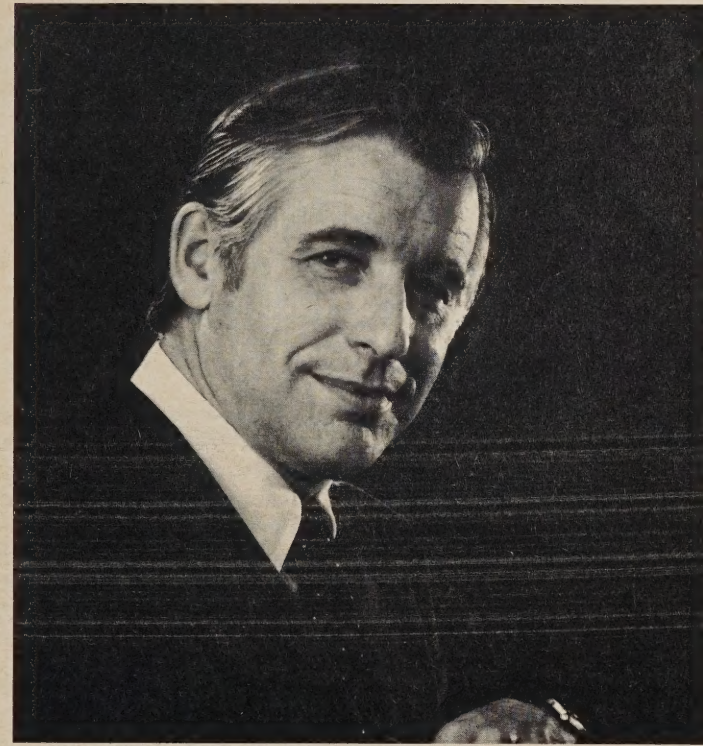
He also recommended an

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Dr. Harry Fisher, Deputy Minister

Integrated Ministry to combine elementary, secondary and post-secondary education

Premier William Davis has announced that the Ministry of Education and the Ministry of Colleges and Universities will be integrated and given responsibility for elementary, secondary and post secondary education.



Dr. Harry K. Fisher, Deputy Minister of Education.

The Premier appointed Dr. Harry K. Fisher as Deputy Minister of Education and Deputy Minister of Colleges and Universities, effective February 5.

Dr. Fisher, 48, replaces George Waldrum, Deputy Minister of Education since 1974, and Dr. J. G. Parr, Deputy Minister of Colleges and Universities. Mr. Waldrum becomes Chairman of the Civil Service Commission of Ontario; Dr. Parr becomes Chairman of the Ontario Educational Communications Authority.

Dr. Fisher's appointment as Deputy Minister follows his five years as Assistant Deputy Minister of Education in charge of the Education Administration Division.

A native of Stratford, Dr. Fisher first served as a teacher in Perth County and then moved to the North York Board of Education. In 1958, he joined the Ministry as Inspector of Schools for Muskoka and Parry Sound. In 1961, he went to the Welland Board of Education as Superintendent of Public Schools.

Returning to the Ministry of Education in 1966, he served as Assistant Superintendent in the Supervision Section and was later appointed the first Director of the Special Education Branch. In 1972, he was named Director of the Supervisory Services Branch and in 1974 became Assistant Deputy Minister.

A graduate of the Stratford Teachers' College, the University of Western Ontario and the University of Toronto, he also attended Columbia University and the Ontario Institute for Studies in Education where he earned a doctorate in Educational Administration.

Dr. Fisher now lives in Willowdale with his wife and two daughters.

Changes are minimal in requirements for SSGD

The new *Circular H.S.1* on Secondary School Diploma Requirements has an entirely new format while maintaining the majority of existing policies governing diplomas, credits, courses, and programs. There are sufficient copies of the document for all secondary school teachers and for those involved in guidance in elementary schools.

The document sets the direction for the two school years, 1979-81. For the first time, it contains a glossary of terms, numbered sections, and a very detailed index. The type is larger and headings are clearer. Principals and teachers should be able to find their way among

the rules, requirements, and suggestions outlined within the bright green covers of the new H.S.1.

A minimal number of overall changes are recommended. The number of credits required for secondary school diplomas remains unchanged, but all students entering high school in 1979 will be required to earn four credits in English before qualifying for the Secondary School Graduation Diploma.

At the same time, courses designated as *English Studies* (theatre arts, film, etc.) will no longer be accepted as credits to fulfil the mandatory English requirements.

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Ministry funds available for planning of PD days

For teachers involved in the planning of their professional activity days, the Ministry of Education can provide financial assistance through its Regional Professional Development Plan.

Last year, the Ministry distributed small grants totalling about \$200,000 to cover part of the costs for 311 professional development workshops and conferences across the province. Grants went to teacher groups, schools, schools boards and to groups of education officials.

The grants were allocated through Regional Professional Development Committees which operate in each of the Ministry's six regional offices across Ontario: Northwestern, Midnorthern, Northeastern, Western, Central and Eastern (addresses listed on this page). Requests for grants came from groups representing two-thirds of the school boards in Ontario.

Teachers or teacher groups interested in sharing the benefits of this plan are encouraged to contact members of the Regional Professional Development Committee in their locality. The committees are composed of representatives of the Ontario Teachers' Federation, field offices of the Ontario Institute for Studies in Education,

faculties of education of various universities, and the Ministry of Education. The OTF representative usually acts as committee chairman; Ministry Education Officers, listed below, serve as secretaries for the regional committees.

The committees meet regularly during the school year to consider professional development proposals. Requests for funding are considered according to criteria developed by the regional committees. Most awards are for partial funding of the total cost of a professional development event. A typical award would cover part of the costs of an honorarium and/or travel for one or more guest speakers.

Further information about this fund may be obtained from the following Education Officers in the Ministry's regional offices: James Whicher, Northwestern R.O.; Donald Maudsley, Midnorthern R.O.; Lucille Dupuis-Larocque, Northeastern, R.O.; Gord Garrod, Western R.O.; Renee Tailfefer and James Siebert, Central R.O.; Fred Pearen, Eastern R.O.

Co-ordinator of the Regional Professional Development Plan at the Ministry's Head Office is Education Officer Donald Kirk.



Metro students attend multicultural leadership camp.

Innovative program helps improve racial relations

The Ministry of Education's Leadership Camp on Lake Couchiching was the location last fall of an innovative program to help students to improve race relations in Metropolitan Toronto high schools. Teams of 12 students and a staff member from each of the seven Metropolitan Toronto school boards attended the camp to share the experience of living in a multiracial setting. The program was designed to develop group-building and communication skills as well as problem-solving skills which might prevent or resolve interpersonal conflict in school situations.

Students were from different racial and cultural backgrounds, representative of their school environments. Schools represented were Brockton (Toronto), Brother Edmund Rice (Metro Separate School), East York Collegiate (East York), L'Amoureux (Scarborough), Oakwood (Toronto), West Humber (Etobicoke), Westview Centennial (North York), York Memorial Collegiate (East York).

Each school group was accompanied by a staff member because the team concept formed an important part of program design for this multiracial, multicultural, multi-school project. Staff members were responsible for student selection procedures and parent contacts. Students between the ages of 15 and 17, an equal number of boys and girls, were selected on the basis of social consciousness and willingness to participate in the program. It is expected that teachers on the teams will be able to provide support for student activity

which may develop out of the camp experience. The team idea was first suggested by high school students themselves during preliminary consultations carried out by Dr. Mavis Burke in the process of developing the program during the last two years.

Provided without cost to the participants or the school boards, the camp was funded by the Ministry of Education in co-operation with the Ontario Human Rights Commission. Project planning was the responsibility of the Liaison Committee between the Ministry and the Commission. Camp co-ordination and administration were provided by Shannon Hogan of the Ministry of Education.

By all accounts, the week-long experimental program for 96 students and 16 group leaders was highly successful in meeting many of its objectives. The camp was visited by Bromley Armstrong, Ontario Human Rights Commissioner, and by John Storey, Director of the Curriculum Branch of the Ministry of Education, accompanied by Mrs. Catherine Michalski and Dr. Mavis Burke, also of the Curriculum Branch.

The Ministry of Education will continue to evaluate the program and to take an interest in any activities developed by participants. In addition to the shared community experience in a rural setting, the main idea to be kept in mind is that students can best influence attitudes and behaviour of their own peer group, but need a measure of staff support in this sensitive area of racial and cultural relations. □

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CURRICULUM PROGRESS REPORT

Support Documents for Intermediate Division English

A support document entitled *Language Across the Curriculum* has now been sent to school board offices for distribution to schools. This resource document is intended to assist principals and teachers in the development of school language policies. Two additional documents, entitled *Evaluation* and *Reading*, are at the fine-copy edit stage, reports Jerry George, who is co-ordinating these projects.

Resource Guide for Teachers of Young Children

A resource guide, *The Beginning Years of School*, will be published in support of The Formative Years in 1979, the International Year of the Child.

This document will focus on programming for children in Junior Kindergarten to grade three classrooms and will update, incorporate and extend the range of curriculum information provided in the 1966 publication *Kindergarten*, which has been out of print for some time.

The first-draft manuscript, prepared last summer by a fifteen-member writing team, has been sent to many educators across Ontario for reaction. Margaret Wolchak, who is co-ordinating this project, reports that the writing team will meet on a number of weekends during the next few months to revise and edit the manuscript in light of suggestions resulting from the validation.

Curriculum Ideas for Teachers: Document on Spelling

A new document, *Spelling: A Communication Skill*, will be published this spring to provide teachers in the primary and junior divisions with many practical ideas for spelling instruction within language arts programs.

Committee on Canadian Studies: The Black Experience

In response to a request from educators in Metropolitan Toronto, the Ministry of Education developed a province-wide committee to prepare a document with practical ideas for teachers on integrating the Canadian Black experience in the Intermediate curriculum. Committee members examined ways in which this dimension could provide new perspectives relevant to existing guidelines in subject areas such as Music, Family Studies, History, Geography and English.

Publishers responded favorably to requests for related materials and the committee was able to examine these submissions in the process of developing an annotated list of available resources.

The work of this committee was also facilitated by the opportunity provided by the Ontario Educational Communications Authority to preview an important new film — (OECA/NFB) — *Fields of Endless Day*, an overview of the Black experience in Canada. Field trips were made to selected areas of the Province in order to document additional possibilities for learning about Black communities in Ontario.

Multiculturalism in Action (Intermediate Level)

An eight-member committee of teachers from across the province met this summer to develop a resource document suggesting practical ideas for integrating multicultural concepts in the Intermediate curriculum. The draft prepared deals with topics related to Ministry guidelines in English, History, Geography, Family Studies. There are plans to include other subject areas at a later date. The document is being prepared for validation.

Business Education

The following initiatives are underway in the area of Business Education:

A curriculum committee met for four weeks in the summer of 1978 to develop a resource document for teachers who are

preparing courses in personal use shorthand from the Senior Division Shorthand Guideline, 1976.

The preliminary draft of a curriculum guideline in Business Study for Occupational/Vocational students was sent out for validation in the fall of 1978. The courses included in this draft are Clerical Procedures, Merchandising, Typewriting, and Stockkeeping/Warehousing.

A new guideline in Accountancy, Intermediate and Senior Divisions has been distributed recently to secondary schools. This guideline includes both theoretical and practical courses with supporting teaching suggestions. □

New guideline distributed for Intermediate Science

Teachers of science in grades 7 to 10 can now avail themselves of the Ministry's new, 225-page *Curriculum Guideline for Intermediate Division Science*.

Bulk shipments of the detailed, well-illustrated guideline have been sent to school boards in sufficient quantities so that each teacher of science in the Intermediate Division can have a personal copy.

Preparation of the guideline was undertaken more than a year ago by a committee of 18 educators, co-ordinated by Jack Bell, an Education Officer of the Ministry's Curriculum Branch. Contributions were also received from other science experts at the university level. A draft of the document was then circulated to more than 200 teachers and administrators for validation.

The final version, reflecting a wide range of input, consists of four major sections, parts A to D. Part A, entitled *Curriculum Policy*, is a 25-page outline of the requirements of the Ministry of Education regarding science in the Intermediate Division. As a policy statement, this section is prescriptive and binding on all concerned.

Part B, *Implementation Objectives*, is to be taken as strongly recommended, offering alternatives related to the setting of expectations. Since the formulation of objectives should be a matter of local concern based on Ministry policy, Part B is designed to assist school boards in determining those components that are a part of the science program and its implementation.

Parts C and D are the bulk of the document, about 150 pages of classroom-ready teaching suggestions, with more than 80 photographs and 50 illustrations. The inclusion of such specific material in the same volume as curriculum policy represents a departure from the usual Ministry practice of publishing support materials under separate cover.

"In this regard, the single-volume approach constitutes an experiment," said Mr. Bell. "It was highly favored by our validators. School board administrators told us that production of one comprehensive volume would facilitate the planning of local implementation."

Mr. Bell noted that the guideline contains a wide variety of writing styles, the work of many authors. He pointed out the sharply contrasting styles of two articles: the vividness of *Rationale for Science: A Student Viewpoint* (pages 46 to 48), compared to the scholarship of a doctoral essay, *Relating Science Topics to Alternative Sets of Objectives* (pages 56 to 69).

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SPECIAL EDUCATION BRANCH:

In recent years, more than one-third of the annual budget of the Ontario Ministry of Education has been devoted to the provision of Special Education services for exceptional youngsters. It is the Government's plan that every school-age child, regardless of exceptionality, be provided with a public education responsive to the child's needs in a program as close to home as possible.

The goal is to provide environments for learning which will stimulate all exceptional students to become as independent, mature and responsible as possible.

To this end, the Special Education Branch of the Ministry of Education, under its Director Dr. Gordon Bergman, bears responsibilities to ensure that appropriate and equal educational opportunities of recognized quality are made available to all exceptional students in Ontario.

In 1977, the number of students assigned to Special Education programs in Ontario schools totalled more than 244,000, about 12.2 per cent of the school population of almost 2,000,000.

Nevertheless, Ministry officials have recognized the urgency of expanding Special Education services, particularly in those areas of the province where local boards need encouragement. The overall goal of the Special Education Branch has been restated in the form of five broad objectives:

1 Policy: to develop and recommend provincial policies that encourage and assist school boards, regional offices, and other agencies to identify and place in programs all exceptional pupils and to evaluate their educational progress.

2 Standards: to develop standards in provisions for exceptional pupils in Ontario and to review programs, making recommendations for improvements when necessary.

3 Research: to monitor and, when necessary, initiate planning and research in the education of exceptional pupils.

4 Operations: to operate schools and classes in certain provincial institutions.

5 Teacher Education: to conduct education programs for teachers of blind and teachers of deaf students.

Who are Exceptional Students?

Exceptional students are those who have behavioural, communication, intellectual, or physical exceptionalities to such a degree that changes in the regular curriculum must be made and/or special services provided for them in school. Special Education is the program made available to such students.

For many students with behavioural exceptionalities, regular programs are altered to ease their unusual difficulties in emotional and social adjustment.

In the case of communication exceptionalities, many programs are altered to assist students who have one or more disorders in the basic sensory and integrative processes for expressing, receiving, organizing, and/or storing information. These students may display irregularities in one or more of the communication skills of listening, speaking, reading, writing, and spelling.

In the case of intellectual exceptionalities, programs are altered to assist students who are unusually gifted or talented or who are mildly to severely handicapped mentally.

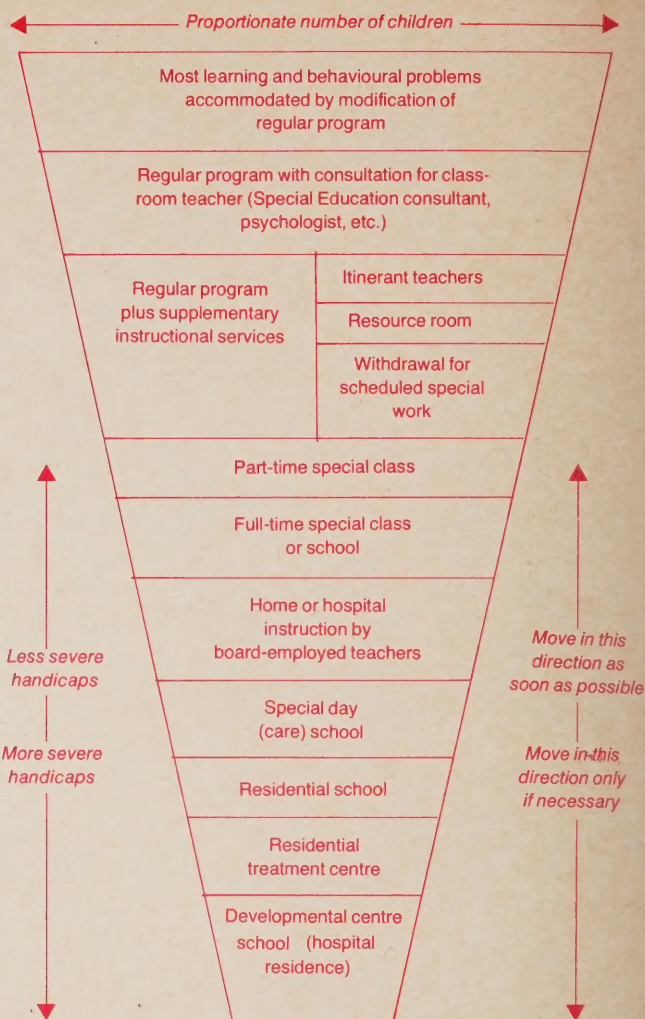
In the case of physical exceptionalities, programs are altered to assist students who have difficulty seeing, walking, and/or manipulating their hands.

Placement Alternatives for Pupils with Special Needs

A continuum of special programs is recommended in order to meet the varying special needs of such exceptional students at all levels within elementary and secondary schools. The chart at right, a modified version of a diagram known as the Reynolds Model, indicates the range for student placement, from most pupils in regular programs to a few in institutional centres. The needs, interests and capabilities of each student will determine where in this continuum a placement should be made.

Programs for Pupils with Special Needs

Most Special Education programs are provided by local school boards which must provide a full range of educational facilities, programs, and personnel within the provisions of school legislation. After deter-



mining the educational needs within their jurisdictions, boards seek to meet them as effectively as possible. The establishment of priorities, the creative consideration of alternatives, and maximum co-operation with community resources all help to ensure that the amount of extra financial assistance required from the Ministry will be minimal and well justified by the resulting efficient habilitation of exceptional students.

Less heavily populated communities may decide to co-operate with neighbouring school boards in the provision of appropriate programs for exceptional students. Itinerant teachers and centrally located classes may be feasible. Some jurisdictions may have to arrange transportation or room and board for certain students who must go to a central or larger school district because their own community does not yet provide sufficient educational and psychological services to meet their needs.

Under the school board's direction, each local school then

has the following basic responsibilities:

1 To keep the parents of an exceptional student informed of their child's educational program and progress.

2 To give the parents information about alternative educational programs for their child and to consult them in decisions about educational placement.

3 To refer students who may be exceptional to the school board's special education personnel.

4 To adapt regular programs to meet the needs of exceptional students as much as possible.

5 To assist parents in contacting relevant agencies, associations, or societies.

In addition to services provided by local boards, the Special Education Branch of the Ministry of Education does provide programs in the following special settings.

a) Schools for Blind and Deaf Students.

The Special Education Branch operates three residential schools for deaf students and one residential school for blind students in the province.

OVERVIEW OF OPERATIONS

Serving deaf and hard-of-hearing pupils are: the Sir James Whitney School, Belleville, for Eastern and Northern Ontario; the Ernest C. Drury School, Milton, for Central Ontario and the Niagara region; and the Roberts School, London, for Southwestern Ontario. Their goal is to provide effective educational services with equality of educational opportunity to hearing-impaired children for whom no local provision is made.

The schools offer instructional, vocational, and special programs to students from the age when the pupil is admitted to one of these schools to the completion of secondary education. Support services at each school provide the professional, technical, administrative and other resources necessary to enable pupils to receive instruction and, where necessary, live at the school.

The W. Ross Macdonald School, Brantford, serves blind children from all parts of Ontario and provides special resource services to other visually handicapped students through local programs across the province. In addition to academic and vocational courses, the school provides specific training in piano technology. A comprehensive music program leading to Conservatory examinations is also available to all students.

The Ontario schools for the blind and the deaf were designated *resource centres* by the Ministry in 1971. Through a resource service program the Ministry schools provide clinical assessment and consultative and special materials services to school boards and other agencies. These services are meant to help visually handicapped and hearing-impaired children receive proper assessment and appropriate educational programs. Where possible, these services will help maintain pupils in programs in their home community.

A home-visiting program provides instruction to pre-school deaf children and their parents. Parents are assisted in providing the social and developmental opportunities necessary for the child to acquire communication and language skills. These are developed through the use of residual hearing, speech, speech-reading, and finger-spelling.

All the services of the Ontario schools for the blind and the deaf are offered to visually handicapped and hearing-impaired children and their families at no cost and are funded in full by the province.

b) Developmental Centre Schools

Sometimes, for medical or other reasons, a child of school age requires care that is only available in an institution operated by the Ministry of Health or the Ministry of Community and Social Services. While benefiting from the services in such an institution, students will probably also attend a school program operated directly by the Special Education Branch of the Ministry of Education. Such programs are currently offered in: Thistle town Regional Centre, Toronto; Surrey Place Centre, Toronto; Adult Occupational Centre, Edgar; Muskoka Centre, Gravenhurst; Midwestern Regional Centre, Palmerston; Southwestern Regional Centre, Cedar Springs; Prince Edward Heights, Picton; Northwestern Regional Centre, Thunder Bay; South Cottage School, Kingston; Rideau Regional Centre, Smith Falls; CPRI, London; and Huronia Regional Centre, Orillia.

Admission to these facilities is controlled by the Ministry of Health or the Ministry of Community and Social Services.

Applications for student placements are made through family physicians.

c) Juvenile Training Schools

The Ministry of Education also supervises the educational programs for pupils confined by the courts to Juvenile Training Schools operated by the Ministry of Community and Social Services.

A Co-operative Venture

Such wide-ranging services indicate that the personnel of the Special Education Branch spend a great deal of time and energy in co-operative efforts with other Ministries, regional offices of the Ministry of Education, school board officials, and other agencies which work on behalf of specific groups of children.

Much effort is devoted to joint activities with several

Branches within the Ministry itself. With Curriculum Branch, curriculum documents containing materials for, or references to exceptional students are prepared. With School Business and Finance Branch, items regarding funding for special education programs and services are studied. With Teacher Education and Professional Development Branches, teacher education programs are evolved. With Research and Evaluation Branch, research studies are initiated and reviewed. With information Systems and Records Branch,

statistical data are collected and studied for funding and service delivery purposes. With Supervision and Legislation Branch, legislation is formulated and policies clarified.

As a result of the statement made in the Legislature by Education Minister Bette Stephenson on December 15, 1978 regarding legislative and policy changes concerning special education, activities in the Special Education Branch will be accelerated in the next few months in order to implement the directions indicated in the statement. □

Minister announces changes in Special Education regulations

The following are excerpts from the Dec. 15 statement in the Legislature by Education Minister Bette Stephenson concerning Special Education;

I believe deeply that every child in Ontario should have the opportunity to excel — to reach his or her potential. However, this right is not now being enjoyed by children who have special educational needs because of physical, mental, emotional or learning disabilities. It is my pleasure to announce today a three-part plan to rectify this situation.

The implementation of this plan will require memoranda to school boards, new Ministry programs and, finally, legislative change (making boards responsible for the provision of Special Education programs and services).

During the next few weeks, a memorandum will be issued to all boards requiring them to offer an Early Identification Program to ensure that the learning needs of every child entering schools will be identified. It is essential that physical, mental, emotional or learning disabilities be identified early, so that remedial programs can be provided promptly. Boards will begin to implement this program by September, 1979; it should be fully operational by September, 1981.

A second Memorandum will direct boards to provide educational programs for children with learning disabilities. The

Memorandum defines disabilities as "disorders in one or more of the basic processes involved in understanding or using symbols or spoken language; these disorders result in a significant discrepancy between academic achievement and assessed intellectual ability. . . ."

In some cases, boards will be unable to offer programs for learning disabled children because of the severity of the disability. Therefore, the Ministry will establish residential schools for severely learning disabled children in Milton, for Anglophone children, and in Ottawa for Francophone children. In addition to providing services for learning disabled children, the schools will provide in-service training for board-employed teachers to equip them to conduct programs for learning disabled children in their schools. A memorandum will be forwarded to boards advising them of this Ministry initiative.

The Ministry has undertaken a number of other initiatives to help children with special educational needs. . . .

It is anticipated that models for a provincial assessment service for learning disabled children will be developed at the Hospital for Sick Children in Toronto and the Children's Hospital of Eastern Ontario in Ottawa. The Ministry will provide Boards with curriculum material on learning disabled children. . . . □

Grants to boards increase by \$84 million in 1979

For the first time, provincial funding for elementary and secondary schools will exceed \$2 billion, the Ministry of Education announced on Feb. 1.

School boards were told that General Legislative Grants for 1979 will total a record \$2,054 million, up by \$84 million from the 1978 level of \$1,970 million. Provincial funding has doubled since 1971, when General Legislative Grants totalled \$1,012 million.

The maximum ordinary expenditure per pupil recognized by the Ministry for grant purposes has also increased. The ceiling for elementary school pupils will be \$1,409, up from

\$1,299; the ceiling for secondary pupils will be increased to \$1,983, up from \$1,841.

The amounts paid to school boards by the Ministry of Education General Legislative Grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment.

Provisions for grade 9 and 10 students in Roman Catholic Separate School Board schools have been improved. Special provisions for small boards experiencing serious enrolment declines, and for the replacement of technical equipment have been introduced. □

Second Congress on Education

The Canadian School Trustees Association has made elaborate plans for its second Congress on Education which will take place in Vancouver, June 17 to 20. Last year, The CSTA's inaugural Congress in Toronto attracted thousands of Canadian educators and was hailed as a breakthrough in cross-Canada educational sharing. Interested persons may obtain further information by writing to the Congress Secretariat, 191 College Street, Toronto, Ontario M5T 1P7. □

Intermediate Science

Continued from page 3

Key information for teachers is provided on page 12 in a chart that lists 24 units of study for grades 7 and 8 and 27 units of study for grades 9 and 10. For grades 7 and 8, six units are listed as core or mandatory, with an additional six optional. For grades 9 and 10, eight units are mandatory and eight optional. The optional units may include three locally-designed units for grades 7 and 8, and four locally-designed units for grades 9 and 10.

"There is an important implication for local curriculum development," Mr. Bell noted. "Half of the optional units can be completely local in design."

Concerning levels of difficulty, Mr. Bell noted that the guideline was prepared chiefly for use with students in advanced and general level courses, but can be adapted locally for use in basic or modified levels. There are plans for eventual production of a supplement specifically designed for basic and modified levels, he added.

Among items of major importance to teachers are two appendices, Appendix B on *Laboratory Safety*, outlining detailed procedures and legal responsibilities, and Appendix C. *Plant and Animal Care*, which includes some formidable provisions of the *Animals for Research Act*.

With a printing of 40 000 copies, the guideline is adequate in supply, Mr. Bell added. Teachers are welcome to reproduce materials from the volume at will. Francophone teachers are advised that a complete French translation is well underway.

Concerning implementation of the guideline, John W. Storey, the Ministry's Director of Curriculum, stated:

"Implementation of this guideline is a process that shall begin in September, 1979. From that time, teachers should use the new science guideline as the basis for their development of courses for students in grades 7 to 10. It is hoped that the many resources provided for teachers will result in exciting science programs for adolescent students."



Landmark conference on Sex

Last fall, the Ministry of Education and the Ontario Association for Curriculum Development co-sponsored a conference on Sex-Role Stereotyping and Women's Studies. More than 400 educators participated in sessions originally planned for 300, and dozens of papers were presented on topics related to the Ministry's publication of a new resource guide entitled Sex-Role Stereotyping and Women's Studies.

Among many memorable presentations, the remarks of Prof. Lorna Marsden, chairperson of the University of Toronto's Sociology Department, typified the concerned awareness of the conference. Excerpts follow.

The presence here today of over 400 people involved in the education of the next generation of Canadians is evidence of the changes taking place in our society. The popular wave of concern about the relations of women and men has had its impact and we have moved to the hard work of embedding the new values and attitudes into our social institutions. . . .

As teachers we face each day in an unremitting fashion groups of young people who are absorbing our culture before our very eyes. We may want vast and deep changes in our culture and society, but somehow these changes have to come about because of our day-to-day activities. We can think about role models, reinforcement of new attitudes and beliefs; we can fight the stereotypes about women and men which can become prejudices and lead to discrimination. But how?

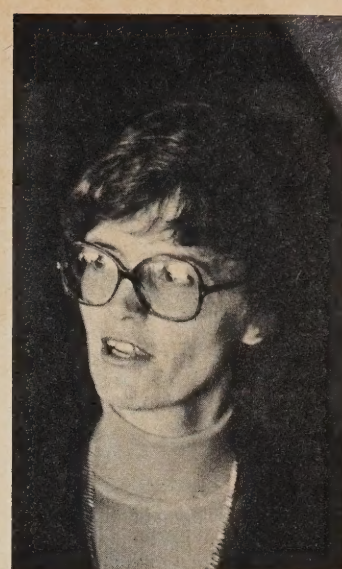
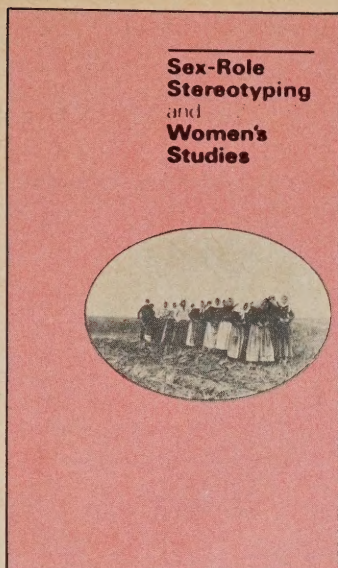
The curriculum guidelines say, "... education in the Primary and Junior division

(should) be conducted so that each child may have the opportunity to develop abilities and aspirations without the limitations imposed by sex-role stereotypes". In *Sex-role Stereotyping and Women's Studies Resource Guide*, the term stereotyping is described as a process which "... narrowly defines roles for males and females in our society. The role constraints deny the wide range of human potential and simultaneously set up different behaviour expectations based upon, and having undue emphasis on, biological sex."

A review of the resource guide suggests that the Ministry of Education takes what might be called a position of radical individualism. It suggests that the rights and interests of the individual are weighted heavily against the rights and interest of the society as expressed in law and custom. It implies that within each child there is some potential which can be identified and developed free from the constraints of custom and practice found in the society, and that it is the duty of the teacher to identify that potential and develop it, or provide the atmosphere for its development.

This view is consistent with the ideas of North American progressivism. It is consistent with the positive evaluation of social mobility, the retardation of the crystallization of class inequalities, and with the Christian-Judaic ethic which governs our society and culture. In other words, you are being asked to carry out in the classroom the implementation of the values of our economic and social system. . . .

In educational literature, I want to suggest that three cate-



Role Stereotyping and Women's Studies

gories, or approaches are being taken by modern authors wanting to enlarge the boundaries of roles available to women. I label these categories, for descriptive purposes, the "neutered approach", the "school of polite revenge", and the "brave new world" approach. Each is an attempt to present new opportunities or options to women and each has serious limitations, in my view. In facing the problem of stereotyping, we must first come to grips with the messages that are being offered us about this problem of social change.

In the first approach, the "neutered approach", an attempt is made to mingle male and female almost to the point of androgyny. For example, in some children's books the children play interchangeably at games, wear interchangeable clothes, have interchangeable adventures and deal interchangeably with success and failure. It is as if sex differences did not exist.

Such an approach usually excludes anything to do with life past age twelve because puberty, reproduction and the obvious sex differences in the adult life of our society are far too difficult to portray with such values in mind. While the attempt to suggest that sex should not limit behaviour is there, I suggest to you that this commits a sin of omission. The fact is, that our society does make sex differences central to social organization, and androgyny is nothing more than a theoretical game. It is beginning to create a new stereotype — that is, ignoring the facts — that is just as dangerous as that we are trying to change. Reproduction and all that that entails, is a fact.

The second approach, which I call the school of polite revenge, advocates the radical separation of males and females and female dominance. In children's stories it ranges from a mild challenge to male supremacy in stories such as *Margie Becomes a Lumberjack* to stories in which the world appears to be populated entirely by women who run the whole show with great success and happiness all around.

Again the facts of reproduction and of our social surroundings disappear in this fantasy — sins of omission, revisited.

The third approach, which you can tell I advocate since I've put it third and last, attempts to redefine the roles of women and men in what I think of as a realistic way. Girls and boys alike find they can cope with stress, success and failure, criticism and praise, etc. My major criticism of this literature is that it usually doesn't go far enough. It leaves vague the transition from childhood to adulthood and often does not come to grips with the question of how a girl is to express her femaleness while stretching the boundaries of her opportunities as wide of those of boys in the work world and the community, and, reciprocally, how a boy is to express his maleness while expanding his roles to include those traditionally thought of as women's roles. . . .

Officially, we are moving in the direction of making the opportunity structure equal for women and men in our society. But that direction has not been worked out. We are still in the middle of radical social change. We must be careful how we proceed.

The criteria that I would

argue educators must consider, then, in identifying stereotypes include not just the "old" stereotypes but also the new ones. Obviously the major criterion is to have a depth of knowledge such that one can immediately see where the facts do not fit the image in all educational materials. One must question the images and the purposes for which they are being put forward.

But what are the limits to this? Stereotyping is rampant and one could go stark raving mad dealing with all the issues. The Ministry guidelines, however, suggest some limits. They suggest that the primary concern is with educational, labor force and civic opportunities. This is limited, in that it does not deal with religion, the family or several other major institutions, but I regard the limitations as appropriate.

So a second major criterion is

Participants at conference: left to right, author-athlete Abby Hoffman; John Storey, Director, Curriculum Branch, Ministry of Education; a teacher demonstrating the use of tools for the Primary classroom; Prof. Lorna Marsden; and Sheila Roy, Assistant to the Director, Curriculum Branch.

to concentrate on fitting the facts of talents to the opportunities that could become available in the labor force and in the community. This involves looking both at what is in the materials as well as what is omitted. Linda Fischer suggested to me that the fastest way to do this is to count the numbers of women and men in the pictures. . . .

A third criterion, I would suggest, is to fit the educational materials to the immediate social world of the children being taught. I'm suggesting some local guidelines which allow the children themselves to test the images against the facts in social interaction. On such an empirical base one can build. □

Conference for English teachers

The Canadian Council of Teachers of English has planned a major Canada-wide conference entitled *Learning to Write*, to be held at Carleton University, Ottawa, May 8 to 13.

With an international rostrum of experts on the teaching of composition, the conference will focus on successful teaching strategies to be applied from kindergarten to university doctoral programs. Current theories of composition and recent research relating to the development of writing abilities will also be explored.

Among the experts participating are James Britton, Frank O'Hare, Marshall McLuhan, Randolph Quirk and James Squire.

This is the 12th annual conference of the CCTE, replacing the usual August convention. On May 10, 11 and 12, there will be intensive practical workshops of particular interest to elementary and secondary teachers.

Further information can be obtained by writing to Ms. A. Freedman, English Department, or Ian Pringle, Linguistics Department, Carleton University, Ottawa, Ontario

Learning Materials Development Plan

The purpose of the Learning Materials Development Plan is to encourage the development and production of Canadian learning materials. It is designed primarily to meet the needs for learning materials that might not otherwise be fulfilled because of limited market conditions.

The term learning materials means any material designed to facilitate learning, including books, whether textbooks or books of a more general nature (workbooks are excluded), and non-print materials. Such materials are intended for use in elementary and secondary schools.

The plan operates in three modes. Each mode applies to a particular group in the educational community and each has a different set of rules regarding application procedures. Mode 1 is open to publishers and producers of learning materials, Mode 2 to non-profit organizations and Mode 3 to individuals independent of an organization.

Once yearly, the Ministry of Education issues a brochure to announce the ground rules for the Plan's current competition as well as to invite applications for funding. All applications are considered on a competitive basis by an independent advisory committee, which determines the criteria for the adjudication of all applications. The committee recommends to the Minister the projects that should receive support from available funds.

Each year various priorities for learning materials are designated within the brochure. Through the 1978 competition of the Plan the single priority was for the development and production of materials for learning French as a second language. Approximately \$484,000 was awarded for various types of materials in the French language for students learning French as a second language. Here are some examples:

- Readers composed of writings and illustrations by Canadian students (primary division, core program)

- Readers with stories around the theme of life in

Québec (intermediate and senior)

- structured reading series for developing reading skills and reading for pleasure (primary and junior)

- a selection of stories (primary, immersion)

- selected readings (junior, immersion)

- 16 mm color films on French-Canadian culture and history (intermediate, core)

- sound filmstrips on Unidentified Flying Objects (intermediate, core)

- LP record of children's songs (primary, extended and immersion)

- Thesaurus for junior and intermediate students in core programs

- 3 sets of picture study prints on animal environments: *Mammals of North America*, *Endangered Species* and *Pets and Pests* (Intermediate, extended)

It is expected that these materials will be available for sale within the next eighteen months.

Address inquiries to LMDP Co-ordinator:

Ms. Fran Moscall
Curriculum Branch
Mowat Block
Queen's Park
Toronto, M7A 1L2



The illustrations on this page and the next show the abundance of Canadian materials produced with the help of Ministry grants. Although most of the materials are in English, there are many in French.

French Language Fund

The French Language Fund is a Ministry program complementary to the Learning Materials Development Plan, its purpose being to encourage the development and production of Canadian learning materials for French-language schools or units, both elementary and secondary.

While the operational procedures of the Fund are the same as those for the Learning Materials Development Plan, the priorities for types of learning materials differ. All proposals for learning materials, print and non-print, which conform to the curriculum guidelines at all levels of difficulty, including special education, for both elementary and secondary students, are eligible for funding. However, the development of

original material in French is preferred to translations, revisions and adaptations. Preference is generally given to projects that respond specifically to the needs identified in the following educational areas:

Franco-Ontarian heritage, science-intermediate division and physics, biology, environmental science; technological and technical studies, français, art and music, anglais, physical and health education, guidance, family studies, mathematics business and commerce, geography, history, social studies and values.

Co-ordinator: Mr. Rosaire Cloutier, Curriculum Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L2.

EMPDAC promotes Canadian materials

The Educational Media Producers and Distributors Association of Canada is a national organization composed of companies and institutions engaged in production and/or distribution of educational materials of an audio-visual nature. The Association encourages utilization of non-print learning materials in schools and institutions and fosters a social and economic climate which is conducive to the production and distribution of learning materials, particularly those of a uniquely Canadian nature. The address of the Association is 268 Avenue Road, Toronto, M5R 2S6.

School broadcast schedules published by TV Ontario

This year three school broadcast schedules of television programs have been published by TV Ontario: *School Broadcasts* for elementary teachers, *Preview* for secondary teachers and *Horaire Scolaire* for teachers in francophone schools.

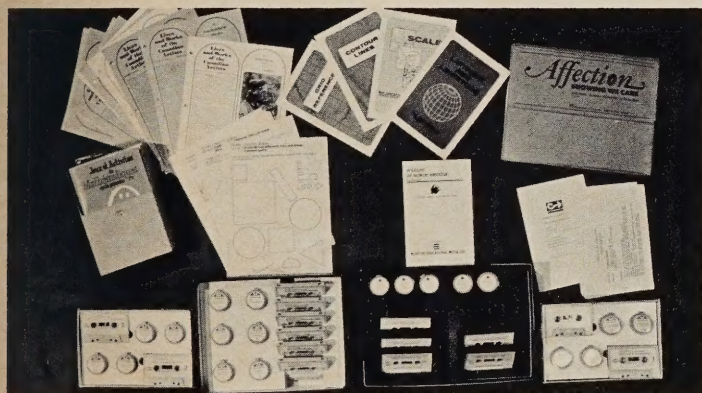
School Broadcasts is a magazine for teachers of children in kindergarten to grade 8. It includes series descriptions and program listings for primary, junior and intermediate levels and stories and features about the use of television in the elementary-level classroom.

Preview is a schedule-magazine tailored to help secondary teachers use television better: to preview programs or videotape them from the TV Ontario broadcasts. The

publication includes descriptions of series, a list of a sampling of programs and a variety of articles.

Horaire Scolaire is a schedule-magazine for teachers of students from kindergarten to grade 13 in French-language schools, English secondary-school teachers and teachers of immersion French programs. It follows the basic pattern of *Preview* and contains features and articles as well as series descriptions and listings.

Copies of these three publications have been sent to AV Centres and all schools. If further copies are required call or write to: TV Ontario, School Information, Box 200, Station Q, Toronto, M4T 2T1; telephone (416) 484-2700.



CBIC promotes Canadian books

The Canadian Book Information Centre was set up in 1975 to assist Canadian-owned publishing companies promote their books. The centre currently represents over 100 publishers situated in every province. The CBIC maintains a permanent collection of over 3,500 of the titles of these publishers in its Toronto offices. In 1977, the CBIC opened an office in Vancouver and also maintains a collection there. The centre is funded by the Canada Council, the Ontario Arts Council and by membership fees.

Teachers and principals may avail themselves of the services of the Centre in several ways. CBIC maintains a country-wide displays program that sends books to school, professional and educational meetings. The Displays Co-ordinator attends as many displays as possible but when attendance cannot be arranged books are sent (shipping free of charge) provided there is a contact person to take responsibility for them and to ensure that they are returned in good condition. Some advance notice of display requests is recommended.

The selection of books for the displays may be determined in several ways. The users may request books on particular themes or topics, for specific

types of children. It may be that users may wish to see a cross section of new Canadian publications on a variety of topics.

The Centre maintains a permanent exhibit of over 3,500 titles in its Toronto office, which is a resource centre, a place where teachers, librarians and those generally interested in Canadian books can examine the books and see the scope of materials available to them.

Some of the CBIC displays planned for Ontario this spring include exhibits at the April 7 conference of Teachers of Social Studies, London; the April 23 and 24 Canada Day observances in Hamilton, the April 25 professional development day at Eastwood Collegiate, Kitchener; and the Ottawa conference of the Canadian Council of Teachers of English, May 8 to 13.

On May 15 and 16, a CBIC display will be set up at the Women's Conference for Professional Development at the Royal York Hotel, Toronto.

For further information contact:

Anne Wallace, Displays Co-ordinator, the Canadian Book Information Centre, 70 The Esplanade, 3rd. Floor Toronto, Ontario. M5E 1A6 (416) 362-6555 □

SSGD requirements in Circular H.S.1

Continued from page 1

Something new: schools are encouraged to adopt a uniform set of names for the levels of difficulty at which courses are offered. The four levels that are proposed are to be named "modified", "basic", "general", and "advanced". About forty per cent of the students who enter secondary schools do not satisfactorily complete Grade 12 within four years. It is hoped that schools may be able to offer basic-level courses which could accommodate the needs of many students who would otherwise drop out. Standards in general- and advanced-level courses need not be reduced, since basic-level courses could enable many students to remain in worthwhile courses and complete their secondary school education. Modified-level

courses could be designed particularly for students who may have learning problems or who do not wish a more rigorous treatment in a given subject.

Principals and guidance personnel will find the table on page 12 of the document very useful. The diploma requirements for a student can be easily located under the appropriate column depending on the year in which the student commenced secondary school.

Students planning to take honor (Grade 13) graduation courses must realize that the new H.S.1 has placed a ceiling on the number of credits per subject that a student can count towards the Secondary School Honor Graduation Diploma (see section 10.2 and Appendix E in the document).

New items or those given a new emphasis will deserve

careful study. Among these are such topics as:

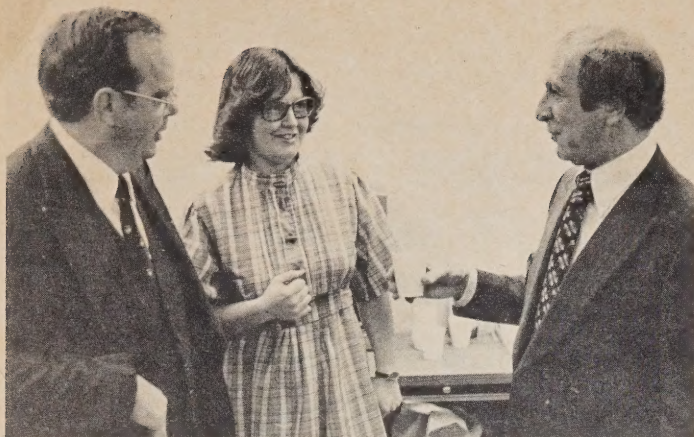
- Business and technological education (section 3.3);
- Sex-role stereotyping (section 3.5);
- Withdrawal from a required subject (section 8.4);
- Exemptions from experimental-course approval (section 13.4);
- Course calendars (section 17.3).

Much of the document has been rearranged or rewritten; it is hoped, therefore, that staffs of secondary schools will become thoroughly familiar with the contents of the new *Circular H.S.1* so that it can be effectively implemented throughout the province.

The Advisory Committee responsible for receiving input, considering all submissions, and making recommendations

to the Minister has consisted of ten principals or teachers: Jean Aceti, Garson; Bernard Black, Ottawa; James Brown, Toronto; Maureen Clench, Kingston; Frank Donnelly, Sault Ste. Marie; Alan Salmon, vice-president of OSSTF; Robert Sampson, Timmins; Raymond Saüvé, Ottawa; Jack Smith, Islington; Kenneth Webster, Scarborough; and five members of the Ministry: William Anglin, Ottawa; Raymond Blackwell, Toronto; Roger Brulé, Sudbury; Robert Hunter, Toronto; and Jack Bell, Chairman of the Committee.

Input relating to Circular H.S.1 is welcomed by the Ministry and should be forwarded to: The Director, Curriculum Branch, Ministry of Education, Queen's Park, Toronto, M7A 1L2. □



George Ranacroft, Principal of Kemptville High School, on exchange this year to the Ministry, is briefed on regional operations by Bernadette LaRochelle and Wilfrid Cousineau (right).



Dr. Ronald Duhamel, Regional Director, Eastern Ontario Region, Ottawa.

International Year of the Child

When the United Nations' General Assembly passed a resolution proclaiming 1979 the International Year of the Child, it asked the world to "think children" and to reaffirm the U.N. Declaration of the Rights of the Child.

That Declaration was seconded by Canada and passed unanimously by the General Assembly in 1959. Almost 20 years later, the General Assembly noted that the Declaration has been ignored in many countries. The IYC proclamation calls on member countries to re-examine the terms of the Declaration of the Rights of the Child:

- The right to affection, love and understanding.
- The right to adequate nutrition and medical care.
- The right to free education.
- The right to full opportunity for play and recreation.
- The right to a name and nationality.
- The right to special care, if handicapped.
- The right to be among the first to receive relief in times of disaster.
- The right to be a useful member of society and to develop individual abilities.
- The right to be brought up in a spirit of peace and universal brotherhood.
- The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.

IYC observances and projects have been undertaken by many school boards across Ontario and by the Ministry of Education. Among the IYC initiatives sponsored by the Ministry are the following:

- The opening of the Trillium Residential School for children with severe learning disabilities.
- Displays of children's art and concerts by children scheduled at Queen's Park.
- Publication during IYC of a children's calendar and of a resource guide for use in the Primary Division.
- Distribution of school memorandums to encourage IYC observances at the local level. □

Operations bilingual in Ministry's Ottawa office

"Ministry of Education — Ministère de l'Éducation." This is the cheerful greeting a caller receives when telephoning the Eastern Ontario Regional Office in Ottawa. It reflects the reality that 19.1% of the 590 elementary schools and 14% of the 83 secondary schools in the Region use French as the students' first language. In addition, near Hawkesbury and Cornwall there are quite a few mixed language schools where French and English are used interchangeably.

A person writing, phoning or visiting the Eastern Ontario Regional Office may use the language of his choice, either English or French. Of the 30 professional staff at the Regional Office roughly one third are fluently bilingual, a skill which enhances their ability to respond to the needs of the French language schools and bilingual community. Over half of the support staff may respond to

inquiries in either language as well.

Lise Lavoie is employed as a full-time translator in the office so that all communications to French language schools are answered appropriately. A board that has a French language section may receive the same letter in both English and French for distribution to the appropriate schools. With the advent of provincial and regional reviews, the reports are translated into French, too. Lise feels that her assignment is more like "full-time and a half."

The French word "ambiance" explains the language flexibility and spirit that is apparent in the Eastern Ontario Regional Office. Both languages are used each day by many of the staff and one language may flow easily into the other with an ease that might surprise the more unilingual areas of the province. Many of the English language staff have taken immersion courses in

French to improve their bilingual facility.

Wilfrid Charbonneau, a francophone education officer, commented that he has noted more and more English-speaking visitors or telephone callers who want to practise their French when they speak to him about Ministry business. He is delighted that so many colleagues are using both languages more frequently. "Bonjour" and "good day" are as interchangeable social greetings as "bonne fin de semaine" and "have a good week-end" may be on a Friday.

Alice Skillings, who transferred to the Eastern Ontario Regional Office from Kingston in January, 1978, as the Regional Superintendent of Curriculum, has found the use of the two languages a very exhilarating experience. "It has provided me with an opportunity to hear the French language spoken every day. Whenever you have a cultural blending as we do in

our office, you have an exciting atmosphere which encourages the use of the other language.

"A great deal of sensitivity, understanding and patience is required from personnel of both language groups in our office; however these qualities are not really different from those which are required to establish any kind of pleasant and satisfying working environment. There are great personal and professional rewards in working in any bilingual setting. I am pleased at how well we are all able to work together in great harmony and friendship. I do not believe that I have ever been involved in a greater or more satisfying work experience."

The Eastern Ontario Regional Office is a microcosm of Canada. Each linguistic-cultural group has learned to live in harmony and respect with the other. Working in this office gives one a better idea of what Canada is all about. □

Kenn Johnson

Jackson

Continued from page 1

induction period for new teachers, a shift of part of the role of faculties of education towards in-service and professional development courses and a cut in admissions to teacher training institutions of 50 percent of the 1977-78 figure by September, 1979. That would be accomplished, in part, by closing the Ontario Teacher Education College, which has campuses in Toronto and Hamilton.

To help save jobs, he recommended that the teaching profession work together on plans for early retirement, job sharing, elimination of large classes, part-time employment, transfers, exchanges, leaves of absence and retraining.

He recommended that the superannuation regulations be amended to permit early retirement from now on the basis of an 85 Factor (total number of years teaching plus age to equal 85) instead of the present 90 Factor.

Early retirement should be encouraged, he said, because "school boards, whether they like it or not, will be faced with automatically increasing wage bills annually unless they decrease the size of staff. This is one of the more expensive implications of declining school enrolments; a simple corollary of an aging staff.

"By far the most important factors affecting salaries will have nothing to do with declining enrolments," he said. "They will be inflation and the inevitable necessity (as we now see it) for teachers' salaries to at least keep pace with inflation."

He recommended that teachers who retire early be permitted to work 100 days a year, instead of the present 20, without penalty until they reach age 65.

Dr. Jackson also recommended that teacher associations make elimination of large classes a first priority in negotiations with school boards and that a maximum size of class be set instead of "rather meaningless reductions" in the average pupil-teacher ratio.

The present system of using a single pupil-teacher ratio is "one of the most misleading I have ever encountered," he said.

The figure usually used in negotiations between teachers and school boards calculates principals and other support staff as teachers. In fact, 85

Minister commends Jackson commission

On January 3, 1979, Education Minister Bette Stephenson released the final report of the Jackson Commission on Declining Enrolments. Here are some excerpts from the Minister's statement on that occasion.

Commissioner Dr. Robert Jackson, the former director of the Ontario Institute for Studies in Education, is to be commended for producing for us the most thorough and extensive report to date anywhere in the world on this subject. There are profound demographic changes occurring, not only in Ontario but in almost every jurisdiction in the western world, which will affect our publicly supported school system during the next 25 years.



Dr. Robert Jackson.

percent of secondary school classes in Ontario are larger than 17 students, the overall pupil-teacher ratio (PTR) in Ontario.

"A surprisingly large number of classes contained 31 or more students (18.9 percent or nearly one of every five)," said Dr. Jackson.

He recommended that "no further negotiations on the basis of the PTR alone be conducted by teachers or by boards.

Dr. Jackson recommended term appointments for supervisory personnel. "For academic supervisory staff," he said, "it would seem reasonable to have three-year term appointments (with reversion to the teaching ranks) for junior positions.

Dr. Jackson also recommends that the province establish a foundation program for all schools setting out minimum offerings for the education of a child, encourage the development of community schools, and strengthen the Ministry of Education's regional offices to provide more help to school boards. □

Dr. Jackson was given broad terms of reference and he has used them to give us a comprehensive set of recommendations and supporting analyses on the ways in which educational policies and administrative practices, built up during 25 years of unprecedented growth, could be modified for the coming 25 years of contraction and consolidation.

To many people, contraction in size means reduction in educational quality. I am particularly pleased that Dr. Jackson has addressed that issue and has come to the very firm conclusion that this need not be so if we take the proper administrative steps. I am also pleased that he has not fallen into the very easy option of solving the problems facing us by spending more money. Dr. Jackson has not shrunk from several hard and unpalatable conclusions. The system is becoming smaller; we will need fewer teachers, fewer administrators and fewer schools and, although he has recommended a number of measures to ease the transition, he is not suggesting that we try to maintain an artificial status quo . . .

107 recommendations

There are 107 recommendations in Dr. Jackson's final report and several more from the two interim reports. These touch almost every aspect of the system and require action by the Ministry, and, in many cases, by the school boards and the teachers federations. Some raise very basic questions of policy, such as term appointment and interim certification, and a Ministry-defined and enforced minimal Foundation Program. Others, such as the proposal that the province, rather than municipalities, tax industrial assessment, are beyond the immediate purview of the Ministry of Education and require a general governmental decision.

It will not, therefore, be possible to reach decisions rapidly on a number of the commissioner's recommendations, particularly since almost every part of the educational community will be affected and will want to have their views considered.

At the same time, I do not intend to allow the issues Dr. Jackson has raised, to remain unresolved indefinitely. Ministry officials have already completed a preliminary analysis of the recommendations

Regardless of the final decision

on the various recommendations, Dr. Jackson's work is of immense value. During approximately 15 months, from August, 1977 to October, 1978, the commissioner produced three major reports, incorporating the most extensive demographic study that has ever been done of Ontario's school-age population. He held public meetings in every part of the province and mobilized rapidly the educational researchers of the province to produce 72 supporting studies and reports, covering, often from several points of view, virtually every aspect of elementary and secondary education in Ontario. Declining enrolments are a general problem everywhere and we are already receiving requests for Dr. Jackson's work and the supporting papers from other provinces and other countries, not because of the specific recommendations, but because the study is recognized as the most effective to date and as a model for what must be done elsewhere. . .

The government has been criticized for waiting until 1977 to launch the inquiry, as if we had suddenly realized at that time that we had a problem.

Began in 1970

This of course, is nonsense. The Ministry began to commission demographic research in 1970 and, as early as February, 1972, began to publish the results and warn the system of what was coming. In fact, those who claim some prescience on this issue are able to do so only because of the work the Ministry commissioned and published.

The attention of the educational community has certainly been attracted. There can hardly be a responsible trustee, official, or teacher in the system who is not aware of the problem, the potential dangers and the general kinds of solutions that must be considered to avoid them, and thinking about positive steps that can be taken in each jurisdiction.

This could not have been said when the Commission was first established. To Dr. Jackson we owe this awareness and a magnificent factual basis from which to plan the smaller, but better system of the future; I congratulate the commissioner. On a personal note: I would like to thank him and wish him every happiness as he resumes the retirement he so graciously interrupted for all of us. □

Ministry of Education Newsbriefs

OSCA award to Fobert

Rolland Fobert, Administrative Officer to Education Minister Bette Stephenson, is the 1978 recipient of the Morgan D. Parmenter Award, presented by the Ontario School Counsellor's Association (OSCA).

For many years, Mr. Fobert has been involved in several aspects of Guidance administration within the Ministry of Education.

The award, named after the late Prof. Parmenter of the Ontario College of Education, was presented to Mr. Fobert at OSCA's annual conference in recognition of "a most significant contribution to Counselling and Guidance in Ontario."



Rolland Fobert holds award presented by James Huffman, outgoing president of OSCA.

St. Vincent stamp honors Ontario

The Caribbean island of St. Vincent issued two new stamps in January commemorating the tenth anniversary of the Ministry of Education's school twinning program, Project School-to-School.

The stamps carry the flags of St. Vincent and Ontario. It is believed to be the first time that the Ontario flag has been carried on a foreign stamp.

The two stamps, issued as St. Vincent marked its independence, also carry the Project School-to-School logo.

The program, launched in 1968, involves twinning classes of Ontario students with their counterparts in 10 Caribbean countries. Through the exchange of letters, films, audiotapes, classroom projects and student exchanges the students gain an understanding of each others way of life. More than 5,000 Ontario and Caribbean students are in the program.



Allan named to Commission

Rodger Allan has taken on new duties as Chief Executive Officer of the Education Relations Commission, the agency that supervises negotiations between teachers and school boards.

Former director of education with the Lincoln County Board of Education, Mr. Allan succeeds Douglas Lawless who retired at the end of October. Mr. Lawless had served as Chief Executive Officer since the commission's inception in 1975.

Borthwick directs Trillium School

Hodder heads new initiative

The Ministry of Education recently announced two major appointments to guide the province and its school boards in the provision of programs for children with learning disabilities.

Burton Borthwick has been appointed program director of the Trillium School, Ontario's first residential school for children with learning disabilities. Clive Hodder will co-ordinate the Ministry's plans to bring more programs for students with learning disabilities to the schools of the province.

Both are currently with the Ministry's special education branch and have had many years of experience with learning disabilities.

Mr. Borthwick will be responsible for the development and operation of the Trillium School in Milton, including its staffing, teacher education and residential programs, developing the curriculum and specialized programs for the school's students.

The Trillium School will provide a residential education program for English-speaking students with severe learning disabilities. The school is designed to assist students to achieve sufficient mastery over their disabilities to return to their local school. It will also have a teacher-education program for teachers in the employ of school boards.

The Trillium School will be located at the Ernest C. Drury School in Milton. A similar school for Francophone students with learning disabilities is scheduled to begin operation in Ottawa this September.

Mr. Hodder's role will encompass the initiatives currently being taken by the Ministry of Education on behalf of students with learning disabilities, including those relating to school board provision, the needs of teachers for direction and training, the development of appropriate diagnostic and assessment services and provisions for students with residential needs.

As a member of the Special Education Branch, Mr. Hodder will assume a leadership role in relation to policy formulation and its communication to school boards.

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